



***No Child Left Behind Act of 2001***  
**Consolidated Formula Subgrant**

**Fiscal Year 2003 Directions**

**Project Period: September 1, 2002 to August 31, 2003**

**Covered Programs**

- Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- Title I, Part A: *School Improvement*
- Title I, Part D: *Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*
- Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- Title II, Part D: *Enhancing Education Through Technology*
- Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- Title V, Part A: *Innovative Programs*
- Title VI, Part B: *Rural and Low-Income School Program*

**<http://www.state.nj.us/education>**

**(Select Grants; Select Entitlement Grants; Select No Child Left Behind)**



## ***No Child Left Behind Act of 2001*** **Consolidated Formula Subgrant**

### **Checklist for Application Submission**

#### **For All Applicants**

- ☐ Title Page
- ☐ Title Page Funds Requested Worksheet, *if applicable*
- ☐ LEA Refusal, *if applicable*
- ☐ Private School Refusal, *if applicable*
- ☐ Assurances and Certification
- ☐ Participants in Consultation & Collaboration in Application Development
- ☐ Equitable Access, Coordination of Programs, Participation, and Public Reporting
- ☐ Performance Goals and Indicators
- ☐ Priority Problems Identified During the Needs Assessment
- ☐ Description of Priority Problems Identified During the Needs Assessment
- ☐ LEA/School Program Plan
- ☐ Private Schools
- ☐ Flexibility Provisions, *if applicable*
- ☐ Program Coordination and Budget Detail
- ☐ Administrative Costs Budget Detail, *if applicable*
- ☐ Flexibility Provisions-Transfer Detail, *if applicable*
- ☐ Budget Summary

#### **For Title I**

- ☐ Title I Eligibility of School Attendance Areas
- ☐ Title I Eligibility Summary
- ☐ Description of Public School Choice Procedures (*for Category I Schools*)
- ☐ Schoolwide Program Plan, *if applicable*

#### **For Title II-D**

- ☐ District Technology Plan Update
- ☐ Waivers, *if applicable*

#### **For Title IV**

- ☐ Waivers, *if applicable*

#### **For Consortium Applicants**

- ☐ Title Page for Consortium Applicant

#### ***For each participant in the consortium (including the consortium applicant)***

- ☐ Title Page for Consortium Participant
- ☐ Title Page Funds Requested Worksheet-Consortium Agreement
- ☐ Assurances and Certification

- All forms are posted on the NJDOE web site: [www.state.nj.us/education](http://www.state.nj.us/education) Select Grants. select Entitlement Grants. select No Child Left Behind.

## DIRECTIONS TITLE PAGE-Individual Applicant

*Note:*

- The project period for the funds requested in this application is the 12-month period from 9/1/2002 to 8/31/2003.
- If funds are being contributed to more than one consortium, a separate page must be completed for each showing only those funds being contributed to that consortium.
- If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.
- For Title II-A, the private school portion must be calculated by the LEA. See directions for "Private Schools."
- For Title III, the requested amount must not be less than \$10,000.

### TITLE PAGE FOR INDIVIDUAL APPLICANTS

**Complete this Title Page if you are an LEA applying for funds as an Individual Applicant**

- 1-4. Complete all identifying information.
- 1a Enter the LEA's four-digit district code in the **Project Code** area (NCLB \_\_\_\_ -03).
- 2b. **Board Approval Date for Application Submission:** Enter the date of board approval for submission of this application. **A board resolution must be submitted under separate cover if the application is submitted prior to board approval.**
- 5a. **Public School Allocation:** Enter the total amount of the LEA participant funds for each program that appears on the allocation notice. *(This is the allocated amount not the amount requested. All public school funds that appear on the entitlement allocation notice must be included in column 5a except funds being contributed to a consortium.)*
- 5b. **Private School Allocation:** Enter the total amount of private school funds for each Titled program that appears on the allocation notice for Titles II-D, III, IV and V. *(Note that the private school allocation for Title I and Title II-A are shaded since the LEA calculates the allocation. For Title II-A the LEA calculates the professional development allocation and Title VI has no private school allocation.)*
- 5c. **Public School Funds:** Enter the public school amount being requested for each Title. This amount should equal the Public School Allocation amounts minus any funds refused by the LEA.
- 5d. **Private School Funds:** Enter the private school amount being requested for each Title, except Titles I, II-A and VI. This amount should equal the Private School Allocation amounts minus any funds refused by private schools.
- 5e. **Total Funds Contributed to Consortium:** This column is N/A for Individual Applicants is shaded and should be left blank.
- 5f. **Total Funds Requested:** Enter the total amount of funds being requested by the LEA (5c+5d=5f).
6. **Grand Total:** Total each column.

**If Individual Applicants are also participating in a consortium(s):**

- Submit Title Page(s) for Consortium Participant for each consortium with the individual application;
- Forward the Title Page(s) for Consortium Participant to the consortium applicant(s).



As a reminder, have the items listed at the bottom of the page been addressed?

## DIRECTIONS

### TITLE PAGE-Consortium Participant

*Note:*

- The project period for the funds requested in this application is the 12-month period from 9/1/2002 to 8/31/2003.
- If funds are being contributed to more than one consortium, a separate page must be completed for each showing only those funds being contributed to that consortium.
- If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.

#### TITLE PAGE FOR CONSORTIUM PARTICIPANT

- ◆ All participating LEAs in the consortium, including the consortium applicant, must complete a Title Page for Consortium Participant for each consortium, to be submitted by the consortium applicant(s). Include all participant pages in the individual application.
  - ◆ Consortium participants should also send the completed Title Page for Consortium Participants, Title Page Worksheet, signed assurances, and Title I Eligibility, if applicable, to the consortium applicant.
- 1-4. Complete all identifying information.
- 1a. Enter the LEA's four-digit district code in the **Project Code** area.
- 2b. **Board Approval Date for Application Submission:** N/A.
- 5a. **Public School Allocation:** Enter the total amount of public school funds for each program that appears on the allocation notice. (*This is the allocated amount not the amount requested.* All funds that appear on the entitlement allocation notice that are being contributed to a consortium must be included in item 5a.)
- 5b. **Private Schools Allocation:** Enter the total amount of private school funds for each Titled program that appears on the allocation notice for Titles II-D, III, IV and V. (*Note that the private school allocation for Title I is shaded since the LEA calculates the allocation for Title II-A the LEA calculates the professional development allocation and Title VI has no private school allocation.*)
- 5c. **Public School Funds:** Enter the public school amounts being contributed to the consortium for each Title.
- 5d. **Private School Funds:** Enter the private school amount being contributed to the consortium for each Title, except Title I, II-A and VI.
- 5e. **Total Funds Contributed to Consortium:** This item should include the total public and private funds from each Title contributed to the consortium (5c+5d=5e).
- 5f. **Total Funds Requested:** For consortium participants, this column is N/A and should be left blank.
6. **Grand Total:** Total each column.



As a reminder, have the items listed at the bottom of the page been addressed?

## DIRECTIONS

### TITLE PAGE-Consortium Applicant

*Note:*

- The project period for the funds requested in this application is the 12-month period from 9/1/2002 to 8/31/2003.
- If funds are being contributed to more than one consortium, a separate page must be completed for each showing only those funds being contributed to that consortium.
- If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.

#### **TITLE PAGE FOR CONSORTIUM APPLICANT**

- The applicant LEA must complete a Title Page **summarizing** all funds requested on behalf of the consortium. Consortium applicants must contribute all of its own funds to its own consortium or to another consortium(s). If the consortium applicant is also a participant in another consortium, the LEA must complete a separate Title Page for Consortium Participant for each consortium.
  - The consortium applicant is responsible for submitting the Title Page, Title Page Worksheet, signed assurances and Title I Eligibility, if applicable, for all participant LEAs (including the applicant's participant pages).
- 1-4. Complete all identifying information.
- 1a. Enter the LEA's four-digit district code in the **Project Code** area (NCLB \_\_\_\_ -03C).
- 2b. **Board Approval Date for Application Submission:** Enter the date of board approval for submission of this application. **A board resolution must be submitted under separate cover if the application is submitted prior to board approval.**
- 5a. **Public School Allocation:** This column is N/A and should be left blank. The allocation amounts are already identified on the Title Page for Consortium Participant.
- 5b. **Private Schools Allocation:** This column is N/A and should be left blank.
- 5c. **Public School Funds:** Enter the total public school funds contributed by all participants in the consortium or the total requested by the applicant.
- 5d. **Private School Funds:** Enter the total private school funds contributed by all participants in the consortium or the total requested by the applicant.
- 5e. **Total Funds Contributed to Consortium:** This column is N/A and should be left blank.
- 5f. **Total Funds Requested:** Enter the total amount of funds being requested by the LEA applicant (5c+5d=5f). This amount will include all funds contributed by all consortium participants.
6. **Grand Total:** Total each column.



As a reminder, have the items listed at the bottom of the page been addressed?

## **DIRECTIONS**

### **TITLE PAGE FUNDS REQUESTED WORKSHEET**

Applicants must complete this form for the following reasons:

- The LEA is refusing funds allocated under any of the Titles;
- One or more private schools are refusing funds allocated under Titles II-D, III, IV, and V;
- The LEA is contributing funds to a consortium.

In the spaces provided, indicate the amount of funds applicable to each category. Complete information for each program if the total allocation is not requested for that Title or if funds are being contributed to a consortium.

- A. Enter amount of total allocation indicated on the allocation notice, including public and private schools.
- B. If applicable, enter the amount of LEA funds being refused. Attach the LEA Allocation Refusal (A copy is located in the Appendix) approved by the board of education and signed by the Chief School Administrator and Board Secretary.
- C. If applicable, list the name of each private school listed on the allocation notice refusing funds. This category does not apply to Title I, II-A or VI funds. Indicate the amount of funds being refused under each Title. Attach the Private School Participation Refusal (Appendix I) for each private school listed.
- D. If applicable, list the applicant district where funds are being contributed. Indicate the amount of funds being contributed from public and private allocation (excluding all refused funds).
- E. Add the amounts indicated in items B, C, and D.
- F. Subtract amount indicated in item E from the allocation indicated in item A. Total Funds Requested must equal the amount indicated in column 5f on the Title Page.

Complete the Consortium Agreement: Enter the LEA name of applicant and the signature of the participant chief school administrator and date. Enter all applicant LEAs if the LEA is participating in more than one consortium.

## **DIRECTIONS ASSURANCES AND CERTIFICATION**

The Assurances and Certification pages of the application include a list of assurances that reflect both common and specific requirements of the programs included in this application. In signing the assurances, the Chief School Administrator (CSA) is assuring the NJDOE and the federal government that the requirements are understood and will be adhered to with regard to the use of funds. Also, the CSA is assuring that records will be maintained to demonstrate compliance with each requirement.

The Assurances and Certification include General Assurances that pertain to all of the covered NCLB Titles as well as assurances specific to each program. Certification of the Assurances is required as a prerequisite for receiving NCLB funds, along with a certification that the information is correct and that the CSA is authorized to file the application and sign the assurances. The Assurances and Certification pages must be initialed and dated for each applicable program and for the general assurances. Additionally, the CSA must sign and date the last assurance page, unless a written notification has been filed with the NJDOE delegating the authority for signing to another LEA official.

*Note:*

Consortium applications must include signed assurances pages from the CSA of each participant LEA in the consortium.

## **DIRECTIONS PARTICIPANTS IN CONSULTATION AND COLLABORATION IN APPLICATION DEVELOPMENT**

NCLB requires that certain constituents participate in the development and implementation of the grant.

1. List the name of each individual participating in the development of the application.
2. Indicate the individual's title and constituency represented using the name of the constituency listed at the bottom of this page (e.g., teachers, parents, students, community, private schools, etc.).
3. Indicate with a check (✓) all programs with which the individual assisted in the development of the application.

Duplicate if needed.

*Note:*

- A representative from each participating private school must be included. Title I requires that the LEA maintain written affirmation signed by officials for each participating private school that the required consultation has occurred.
- A representative from each Category I school must be consulted. Participation is essential during the development of the school's corrective action plan.
- For private schools, a sample survey letter and the income eligibility guidelines/survey are in the Appendix.
- If all constituents are not represented, an explanation must be provided.
- Consultation may occur in large, small groups and/or on an individual basis.



At the bottom of the page is a list of the constituents that should be included. The Reference Manual provides additional information on the requirements for each Title.



**DIRECTIONS  
EQUITABLE ACCESS, COORDINATION OF PROGRAMS,  
PARTICIPATION & PUBLIC REPORTING**

Equitable Access

In accordance with §427 of the General Education Provisions Act (GEPA), each LEA must include in its application a description of the steps the LEA proposes to take to ensure equitable access to, and participation in, its federally assisted programs by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome the identified barriers to equitable participation. The statute highlights six types of barriers that can impede equitable access or participation that may be addressed: gender, race, national origin, color, disability or age. The LEA makes the determination as to whether these or other barriers may prevent students, teachers, or others from such access to, or participation in, federally funded projects or activities. Further information may be found at [www.ed.gov/offices/OPE/HEP/gepa.html](http://www.ed.gov/offices/OPE/HEP/gepa.html).

Coordination of Programs and Participation

1. Programs: In accordance with NCLB §1112, each LEA plan submitted under the NCLB, covered programs must be integrated with each other and coordinated with other programs funded under NCLB, including other educational programs such as Title I Schoolwide Programs, IDEA, Perkins, McKinney, Whole School Reform, Even Start, Head Start, Reading First, Early Reading First, 21<sup>st</sup> Century Community Learning Centers Program.
2. Subgroups: In accordance with NCLB §1112, each LEA plan must include a description of how services to the sub-groups will be coordinated.
3. Participation: In accordance with NCLB §4114, LEAs are required to continually consult with its participant committee.

Title IV Requirements

4. Community Involvement for Title IV: In accordance with §4114(d)(2)(A), each LEA is required to provide a description of how its plan for Title IV funds will be coordinated with programs under NCLB and other federal, state and local programs for drug and violence prevention, in accordance with §9306.
5. Public Reporting for Title IV:
  - a) In accordance with §4114(d)(5), each LEA is required to describe the mechanism that the LEA will use to provide effective notice to the community of its intention to submit an application for funds under Title IV, Part A. The purpose of the notice is to give community members, particularly parents, opportunities for meaningful consultation in the development of the application [§115(a)(1)(E)], in addition to

- providing them with opportunities for ongoing consultation in the administration of funded programs and activities.
- b) In accordance with §4114 (d)(2)(c), each LEA must provide a description of how the LEA will publicly report progress toward attaining its performance measures.
6. Use of Program Evaluation for Title IV: In accordance with §4114(d)(3), each LEA is required to provide a description of how the results of evaluations of the effectiveness of funded programs and activities will be used to refine, improve and strengthen them, which can include adjustments to the approved program plan (e.g., performance indicators, performance measures, measurement methods/tools, scientifically based programs and activities) and the needs assessment (e.g., priority problems, targeted schools and populations, problem descriptions, problem indicators). The description should specifically address how the LEA will use the results from *each* of the evaluation/measurement methods/tools for Title IV, Part A target measures identified on the LEA's Program Plan to continuously improve its plan for the use of Title IV, Part A funds.

## DIRECTIONS

### TITLE I ELIGIBILITY OF SCHOOL ATTENDANCE AREAS

*This form facilitates the calculation to determine which schools are eligible to receive Title I funding based upon the poverty level of the school.*

#### **Poverty Criteria**

Check all of the poverty criteria that apply. The Feeder Method is the average of the sending schools that “feed” into the receiving school, i.e., the average of the poverty of four elementary schools becomes the poverty level of the receiving middle schools.

TANF is Temporary Assistance for Needy Families.

#### **Method for Qualifying Attendance Area**

Select the appropriate method used to determine the eligibility of schools.

- **A1. At or above LEA poverty level:** All eligible schools are at or above the schools district level of poverty.
- or
- **A2. At or above LEA poverty level and some schools are at or above 35% poverty:** All eligible schools are at or above the schools district level of poverty; however, the school district has elected the option of also selecting schools at or above 35 percent poverty.
- **B1. Single Attendance Area: One School per grade Span (e.g., K-5, 6-8, 9-12) –** Each school in the district has a specific grade span which does not overlap any other school’s grade span in the district.
- or
- **B2. Single Attendance Area: Enrollment of less than 1000 –** The entire school district has an enrollment of less than 1000 students.
- **C. Desegregation Waiver:** The district has a desegregation waiver which permits using Title I funds in the effected school(s). This option may be used in combination only with “A1” or “A2” above.

#### **Per Pupil Expenditure and Adjusted Per Pupil for LEAs with Less than 35% Poverty Calculation**

##### **Per Pupil Expenditure:**

1. Enter the Total Title I Allocation excluding only Title I School Improvement Accountability Grant funds, but *including Title I, Part D*.
2. Enter the Total Number of Low-income Pupils.
3. Divide the LEA Allocation by the total number of low-income pupils.
4. Enter the Per-Pupil Expenditure (**PPE**).

**Below 35 Percent Poverty:** If the LEA is below 35 percent poverty, complete the 125 Percent Calculation for Adjusted Per-Pupil Expenditure.

Multiply this figure by 125 percent and enter the Adjusted Per-Pupil Expenditure (**APPE**).

**Allocation Box**

**(1) Public School Attendance Areas: (List all Public Schools Ranked by Poverty only)**

- LEA Line - State Code: Enter the four-digit state code for the school district (LEA), the (2) grade span for the LEA, the total number of all (3) Resident Students, the number of low-income (4A) Public Students, and the number of low-income (4B) Private Students. Calculate the total percentage of poverty for the LEA by dividing the number of low-income Public and Private Students by the total number of Resident Students (3), or (4AB)/(3).
- **Schools/Line:** Rank in descending order, the poverty levels of every public school in the school district. Enter the names of the ranked schools, the three-digit state school code, the (2) grade span for the school, the total number of all (3) Resident Students, the number of low-income (4A) Public Students, and the number of low-income (4B) Private Students.
- (5) Calculate the percentage of poverty for the attendance area by dividing the combined total of low-income Public and Private Students (4AB) by the number of Resident Students (3), or (4AB)/(3)
- *Do not include private schools in column (1) .*
- *A school attendance area is the geographic area in which the children who are normally served by that school reside.*
- (6) **Eligible Schools:** Place a check if the school is eligible for funding based upon the following priorities: 1) the school exceeds 75 percent poverty; 2) the school, either rank ordered by grade level or within the entire LEA, is at least as high as the percentage of poverty in the LEA as a whole; and 3) school has 35 percent or more poverty.
- (7) **Attendance Area Allocation:** (7A) *Public School:* Multiply the number of low-income public school students (4A) by the per-pupil amount (**PPE or APPE**). Enter allocation.
- (7B) *Private School:* Multiply the number of low-income private school students (4B) by the per-pupil amount (PPE or APPE). Enter the allocation.

*The private school student amount may not include any amount for Capital Expenses including Capital Expense costs incurred by third-party contractors in providing Title I services to eligible private school children.*

***Distribution of Remaining Funds:*** Any remaining program funds should be distributed based upon the criteria indicated under Eligible Schools above or prorated among eligible schools.

- (8) **TAS, SWP or PSWP:** Indicate for the appropriate schools whether it is a targeted-assistance (T) school, Title I Schoolwide program (S) schools or planning to be a Title I Schoolwide program (P) school. *It is expected that all eligible schools will either be a targeted-assistance or Title I Schoolwide program school.*

## DIRECTIONS TITLE I ELIGIBILITY SUMMARY

This table summarizes the expenditures for the Title I funds. Please note that the amount reserved should be discussed by all staff and parents and based upon a balance between providing for the instructional needs of all students and closing the achievement gap for all students including those who are in the major racial and ethnic group, disabled, limited English proficient and economically disadvantaged.

**Total Title I Funds Allocated for Public Schools (Column 7A):** Enter the total amount calculated and entered for each eligible public school attendance area on the *Title I Eligibility of School Attendance Areas* form.

**Total Title I Funds Allocated for Private School Students (Column 7B):** Enter the total amount calculated and entered for private school students on the *Title I Eligibility of School Attendance Areas* form.

### Amount of Funds Reserved for:

- a. **Title I, Part D Allocation (*Must enter amount of allocation designated*):** Enter the entire amount of the Title I, Part D allocation.
- b. **Homeless Students:** Enter an agreed upon amount.
- c. **Limited English Proficient:** Enter an agreed upon amount.
- d. **Staff Development (LEAs with Category I schools must enter 10% of school's allocation\*\*.) Includes funds reserved for professional development by Category I schools (§1116(b)(3)(A)(iii)):** Enter an agreed upon amount and/or the amount required for the schools in need of improvement or Category I schools in the district.
- e. **Indirect Cost:** Enter the amount that was approved by the NJDOE.
- f. **Administrative Services (may include Capital Expenses):** Enter the amount requesting for general administration and capital expenses.
- g. **Parent Involvement (1% or more of Title I Allocation of \$500,000 or more):** Enter the total amount reserved for parent involvement activities. LEAs with Title I allocations over \$500,000 must reserve at least one percent of funds.
- h. **Transportation (Intradistrict Choice):** For schools in need of improvement or Category I schools, enter the amount agreed upon for implementing the school choice requirement for these schools for transportation.

**Total = Total Title I Allocation\* (*Must be reflected in the Budget Summary and Detail*):**  
The total of all lines (public school, private school and reserved amounts) must equal the Title I allocation, excluding the Title I SIA grant funding. The expenditures must be reflected in the Budget Summary and Detail.

**ELIGIBILITY PAGE: CHECKLIST & POINTS TO REMEMBER**

✓	
1.	All LEA schools are rank ordered according to percentage of poverty. All of the schools in the LEA and their school codes must be listed. Not listing a school and its number of students gives an inaccurate calculation of the per pupil expenditure.
a.	The poverty level for the LEA and all of the schools are calculated even if the school is not being served.
b.	The LEA determined as eligible all schools above 75 percent poverty without regard to grade span.
c.	After all of the schools above 75 percent poverty determined as eligible, the LEA made eligible " <i>with remaining funds</i> ," lower (but at or above 35 percent poverty) ranked schools either in rank order by poverty or by grade span grouping.
2.	All selected eligible schools are at or above 35 percent poverty or the district level of poverty.
a.	The breakdown of funds on the Eligibility page equals the line item distribution of Title I funds on the Budget Summary and Detail.
b.	An explanation is provided for any allocation of funds that reduces the amount of funds for academic instructional support.
✓	<b><i>Single Attendance Area (SAA):</i></b>
	• Single Attendance Area LEAs completed the Eligibility page.
	• The per pupil amount for single attendance area school districts is allocated according to the LEA's discretion.
	• All schools may be served in a SAA LEA if there are sufficient funds to help the students meet the challenging state performance standards.
	• The LEA allocated a per pupil amount for private school students within the attendance area.
✓	<b><i>Distribution of Funds</i></b>
	• If, when completing this table, remaining funds are insufficient to fund the next ranked eligible school, the LEA served the school if the remaining funds were sufficient to help the students meet the challenging performance standards.
	• LEAs allocated at least the minimum per pupil amount.
	• The LEAs allocated a higher per pupil amount to schools with higher poverty rates, above 75 percent, than those schools with a lower poverty level.
✓	<b><i>Reservation of Funds</i></b>
	• The LEA received over \$500,000 and allocated the required one percent for parental involvement.
	• The LEA reserved funds as were <u>reasonable and necessary</u> to conduct other activities (i.e., preschool programs, summer school, professional development, capital expenses and coordinated services, as well as parent involvement.
✓	<b><i>Final Calculations</i></b>
	• The poverty levels for the LEA and <u>all</u> of the schools are calculated and entered on the form.
	• The LEA distributed and accounted for all Title I funds on the <i>Summary of Title I Allocation by Expenditure</i> page.

**B. ENTER THE NAME OF EACH SCIENTIFICALLY BASED RESEARCH PROGRAM AND ENTER THE NUMBER OF THE SCHOOL, TAKEN FROM THE ELIGIBILITY PAGE, IN WHICH THEY WILL BE IMPLEMENTED**

1. List the names or descriptions of the scientific research program.
2. Enter the corresponding number(s) of the school(s) from column **(1)** of the Title I Eligibility of School Attendance Areas form.

## **DIRECTIONS PERFORMANCE GOALS AND INDICATORS**

*Note:*

The following pages concern the needs assessment and its results. These pages must be completed in conjunction with each other:

- Performance Goals and Indicators (Page 17)
- Priority Problems Identified During the Needs Assessment (Pages 18 & 19)
- Description of Priority Problems Identified During the Needs Assessment and Description of Title I Requirements (Page 20)
- LEA/School Program Plan (Page 23)

The codes for the performance goals and indicators on this page will be used in the Program Plan.

### **Federally Mandated Performance Goals and Performance Indicators**

In preparation for completing the Program Plan, LEAs are required to conduct a comprehensive needs assessment. As a result of the findings of the needs assessment, LEAs must design their program plan using the USDOE prescribed performance goals and indicators. In accordance with NCLB, LEAs are required to adopt this core set of five performance goals and performance indicators.

### **LEA Derived Performance Goals and Performance Indicators**

Additionally, LEAs may establish their own unique indicators. These LEA performance indicators are to be described under the appropriate goal at the conclusion of the needs assessment and priority need identification and description. The numbering of the LEA derived performance indicators is sequential under each goal.

*Note:* **Abbott Districts**

- For Abbott schools that have recently conducted a comprehensive needs assessment, it will be accepted in lieu of this process.
- Completion of this process does apply to Abbott LEAs to assess district-level, neglected and delinquent activities and to private schools.



## **DIRECTIONS PRIORITY PROBLEMS IDENTIFIED DURING THE NEEDS ASSESSMENT**

This form is used for three steps:

1. Each school should be considered during the needs assessment process. As a result of the comprehensive needs assessment, the LEA would then incorporate the results of each school's needs assessment on this page.
2. Check each item that has been addressed. Insert N/A in any item that does not apply.
3. After completing column 1, identify priority problem(s) then select which priority problems will be addressed in the Program Plan. The code for each priority problem will be used on the Program Plan.

LEAs may use the results of a recently conducted comprehensive needs assessment. Additionally, the evaluation of the previously implemented programs funded under IASA should be considered in this process.

The populations and the needs areas to be considered in the needs assessment are listed separately. In each category, populations and needs, there are two columns, "Adequately Addressed" and "Identified as a Priority Problem."

### Adequately Addressed Column

As a result of the needs assessment, indicate with a ☒ each of the populations and needs that have been addressed. This column is used for assessment purposes only. Title I requires that certain populations be considered in the needs assessment process. Therefore, LEAs receiving Title I funds **must** check items I, A-M. This provides an assurance that all required populations have been assessed.

### Identified as a Priority Problem Column

As a result of the needs assessment, indicate with a ☒ each of the populations and needs that have been identified as priority problems. From the items checked, select priority problems that the LEA plans to use as the basis for requesting formula funds.

A detailed justification of the selected priority problem(s) and populations are to be provided on the Description of Priority Problems Identified During the Needs Assessment (Page 20).

Identification of USDOE Performance Goals and Performance Indicators *These codes will be used in the Program Plan.*

Using the information from this page, go to the USDOE Performance Goals and Performance Indicators, Page 17. Determine the appropriate performance indicator(s) under each mandated performance goal(s).

The LEA may derive its own unique performance indicator(s) under the appropriate USDOE goal. If so, write the performance indicator(s) on that page.

## **TITLE I REQUIREMENTS**

A comprehensive needs assessment is crucial to understanding the academic issues that contribute to the achievement gap. Therefore, a comprehensive data analysis and needs assessment of each school identified as in need of improvement is necessary for the development of a program (improvement) plan. Utilizing the services of researchers from the educational laboratories, comprehensive assistance regional centers, colleges and universities broadens the pool of knowledge that school district and schools can draw upon. It also provides an impartial third-party view. (§ 1116 (b)((4)(iv))

The analysis should answer the following questions:

1. What contributes to the disparity in the belief of staff, administrators and support staff that all children can achieve the Core Curriculum Content Standards?
2. What needs to be changed for the teaching approach to be cohesive, focused and linked to school improvement strategies and student attainment of the Core Curriculum Content Standards?
3. What needs to be included for professional development to be linked to improving students' learning and attainment of the standards?
4. What needs to occur for the parents and the community to work together to assist in improving student outcomes that are in line with the improvement objectives?

To answer these questions, three years of data should be reviewed and may include the following: state and local assessment results; a review of curriculum alignment; classroom observations; parent, and where appropriate, student surveys and interviews; school demographics by gender, race, language groups and special education; other descriptive data; enrollment, attendance and graduation rates, school climate and dropout data; and reports on incidents of violence and vandalism, drug and alcohol use and other risky behaviors. The disaggregation of data by grade, gender, race and socio-economic background should address patterns and areas in need of improvement that will be addressed in a plan with clear goals and benchmarks for improvement.

The school plan must demonstrate a direct relationship to the findings and remedial activities and address the vision for students to achieve the Core Curriculum Content Standards. Therefore, the school plan will address the areas of improvement in the curriculum, pedagogy, instructional approaches and school climate; professional development; and parent involvement.

**For Abbott school districts:** The purpose of the data analysis and plan development is to clearly examine all of the factors, both internal and external to the school, that have contributed over time to the educational problem. An outside researcher would be in the best position to accomplish this task. It is expected that the results of the analysis would not change or alter the

selected whole school reform model operating in the school but would find wider-ranging issues for improvement such as student mobility which is frequently cited as a barrier to student achievement. What appears to be attributable to interdistrict mobility, may actually reflect intradistrict mobility that a district open enrollment policy could address. An analysis of this problem might yield nontraditional solutions to the problem that might not emerge in the district's current structure. It is important that the model developers play a key part of the analysis and contribute information where appropriate and necessary. If the Abbott schools have already conducted a comprehensive assessment as outlined above, there may not be an immediate need to develop a new plan, however the school and district should monitor the current one.

### **Title I Requirements - §1111, 1112, 1114, 1115**

*Note:*

The following requirements must be considered during the needs assessment process, the identification of the priority problem(s), the description of the priority problem(s) and description of the Title I requirements identified in the needs assessment and in the completion of the program plan.

Each priority problem that is identified must be described on the Description of the Priority Problem(s) and Description of the Title I Requirements, Page 20.

Each LEA that receives an allocation under Title I, Part A must consider the required elements below. The LEA should explore how Title I funds along with other available resources will help students meet challenging student academic achievement expected for all students particularly those students in subgroups that are economically disadvantaged, in a major racial/ethnic group, disabled or limited English proficient.

### **Eligible Students**

**Consider:**

- ☒ Effective methods and instructional strategies based on scientifically based research that minimizes removing children from regular classroom during regular school hours of instruction.
- ☒ Any consideration to extended learning time.
- ☒ Help provide an accelerated, high-quality curriculum.
- ☒ Coordinate with and support regular education program, which may include services to preschool children.
- ☒ Coordination and integration of federal, state, and local services and programs.
- ☒ Ongoing review of the progress of participating students and how the targeted assistance program will be revised.
- ☒ How teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools, will identify the eligible children most in need of Title I services.

- ☑ How the LEA will ensure that current and former migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children who are selected to receive Title I services (*for all LEAs*).
- ☑ *If the program is serving eligible preschool children*, how the LEA will coordinate and/or integrate services for preschool children with other educational services such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of children in the programs to elementary school programs.
- ☑ The services to eligible students with disabilities and limited English proficiency, migratory, neglected and delinquent, homeless, immigrant to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program.
- ☑ How additional educational assistance will be provided to individual students assessed as needing help to meet the challenging students academic achievement standards.

### **Professional Development**

**Consider:**

- ☑ How the LEA will meet the requirement for high-quality teaching staff and paraprofessional in accordance with §1119.
- ☑ Where appropriate, how funds will support after-school and school-year extension programs.
- ☑ The professional development strategy to coordinate Title I programs with Title II for teachers, principal and where appropriate, for pupil services personnel, administrators, parents and other staff.
- ☑ The strategy the LEA will use to provide the required technical support to programs.
- ☑ Opportunities for professional development.

### **Parent Involvement - § 1118**

**Consider:**

- ☑ The strategy to implement effective parent involvement.
- ☑ Model approaches to improving parent involvement (e.g., Even Start).
- ☑ Training to help parents help other parents, (e.g., parent aides, volunteers, or home visitors to maintain contact or help with homework).
- ☑ Literacy training if other funding sources for such training are exhausted.
- ☑ Information related to school and parent programs, meetings and other activities in the dominant language of the family.
- ☑ Opportunities for teachers and other district personnel to conduct in-home conferences for parents who are unable to attend meetings.
- ☑ Coordination and integration of the program with other parent involvement programs.
- ☑ How the LEA will involve parents in the training of staff to improve instruction and services to children.
- ☑ The strategy the LEA will use to provide materials and training for parents regarding literacy and working with their children to improve achievement.
- ☑ The strategy the LEA will use to provide education for teachers, pupil services personnel, principals and staff on the value and utility of the contributions of parents as equal partners,

and how to implement and coordinate parent programs.

<b>Title I Schoolwide Programs - § 1114</b>
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A Title I Schoolwide program plan requires detail that is separate and in addition to the general Program Plan. For each school with a Title I Schoolwide program, provide the information requested in the checklist below:

Check	Areas to be Covered in a Title I Schoolwide Plan
	Description of comprehensive needs assessment.
	Description of schoolwide reform strategies based upon state content and performance standards.
	Description of instruction by highly qualified professional staff.
	Description of strategies to increase parental involvement.
	Description of the plans for assisting preschool children to make the transition from early childhood programs to local elementary school programs.
	Description of how teachers are included in decisions regarding the appropriate use of assessment to improve the performance of individual students and the overall instructional program.
	Description of the activities to ensure that during the school year students who have difficulty meeting performance standards are: 1) identified in a timely manner, and 2) provided with effective assistance.
	Description of the school-based professional development activities for teachers, aides, a pupil services personnel, parents, principals and other staff.
	Description of how Title I and other resources will be used to implement the program.
	List of other state, federal and locally funded programs that will be included.
	Description of how the school will provide and interpret individual student assessment results for parents.
	Description of the method for collecting achievement and assessment data that are desegregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared with other students, and economically disadvantaged students as compared with those who are not economically disadvantaged.
	Description of statistically sound methods of gathering such data.
	Provision for the public reporting of statistically sound data.

**Existing Title I Schoolwide programs** must amend their plan to consider how:

- All of the components will be implemented.
- The school will use resources under NCLB and from other sources to implement the components.
- The school will provide individual student academic assessment results in a language the

parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments.

**For a Title I eligible Whole School Reform School in an Abbott district**, that meets the 40 percent poverty criteria and is planning to become a Title I Schoolwide program school for 2002-2003, the NJDOE will consider the planning that took place to become a whole school reform school as sufficient to meet the Title I Schoolwide planning requirements. The approved whole school reform plan will be accepted in place of a separate Title I Schoolwide program plan.

### **Schoolwide Program Coordination**

#### **Consider:**

- ☒ How schools will coordinate with existing social and health services to meet the needs of students at risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility;
- ☒ How participating schools will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an education program comparable to one operating in the local school where such youth would attend;
- ☒ Any formal agreements between the LEA and correctional facilities and alternative school programs serving youth involved in the juvenile justice systems to operate programs for delinquent children;
- ☒ Any partnerships with local businesses to develop training and mentoring services for participating students;
- ☒ How the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;
- ☒ How the program will coordinate with other federal, state and local programs, such as programs under the Job Training and Partnership Act and vocational education programs serving this at-risk population of youth;
- ☒ How the program will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
- ☒ How schools will work with probation officers to assist in meeting the need of youth returning from correctional facilities.

### **Schools in Need of Improvement (Category I) and LEAs Receiving Title I §1116 Funds**

***For the Title I SIA grant recipients in FY 2001, update the program in the areas below.***

If any school in the district is identified as a Title I school in need of improvement (Category I), the district must explain how that school or schools will assist the failing schools through the following process:

**Improvement Plan** - The school should develop an improvement plan showing what programs and strategies will be adopted to improve teaching and learning and close the achievement gap for all student. It is essential that a school in need of improvement or in Category I must undergo a comprehensive needs assessment in order to develop a comprehensive plan as indicated in the beginning of this section. The improvement plan must address how the programs and strategies that have the greatest likelihood of ensuring that all groups of students including economically disadvantaged, students from major racial and ethnic groups, disabled and limited English proficiency will meet the State's proficient level of achievement on the State academic assessment within 12 years.

The plan must indicate the strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model. In addition, the plan must establish specific annual, measurable objectives for continuous and substantial progress by each subgroup of students specified above and enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment within 12 years.

Finally, the plan must include strategies to:

- Promote effective parental involvement in the school in need of improvement.
- Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
- Incorporate a teacher-mentoring program.

**Professional Development** - Professional development for school staff to improve their skills must be provided. Ten percent of the school's Title I allocation for two years must be spent to support these professional development activities for the purpose of providing to the school's teachers and principal high-quality professional development that:

1. Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
2. Meets the requirements for professional development activities under §1119; and,
3. Is provided in a manner that affords increased opportunity for participating in that professional development.

In addition, the school district must specify how the funds used for professional development will be used to remove the school from school improvement status.

<b>Targeted Assistance Schools</b>
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A local educational agency may choose to review the progress of only the students in the school who are served, or are eligible for services for school improvement or corrective action. This action must be described in the program plan.

<b>Neglected and Delinquent Students §1401</b>
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Each LEA that receives an allocation under Title I, Part D, Prevention and Intervention Programs for Children Who Are Neglected or Delinquent or At Risk of Dropping Out of School must include an assessment of services provided for children residing in locally operated neglected or delinquent facilities (including facilities involved in day programs).

**Consider:**

- ☑ The nature of the programs to be conducted and services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
- ☑ The program that will be provided in neglected or delinquent facilities (including facilities involved in day programs);
- ☑ The dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from correctional facilities or day programs;
- ☑ The youth expected to be served by the dropout prevention program and how the school will coordinate with existing educational programs to meet the unique educational needs;
- ☑ The efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program; and
- ☑ The steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.
- ☑ How the success of children served under Title I in meeting the state's student performance standards will be determined and provided information to teachers, parents, and students on the progress being made toward meeting the state student performance standards;
- ☑ Assistance in diagnosis, teaching and learning in the classroom in ways that best enable children served under Title I to meet state standards and do well in the local curriculum; and
- ☑ What revisions are needed to Title I projects so that such children will meet the state's student performance standards.
- ☑ How students who may be at risk for reading failure or who are having difficulty reading be identified effectively through the use of screening, diagnostic and classroom-based instructional reading assessments.
- ☑ The program that will be provided in neglected or delinquent facilities (including facilities involved in day programs).
- ☑ The dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from correctional facilities or day programs.
- ☑ The youth expected to be served by the dropout prevention program and how the school will coordinate with existing educational programs to meet the unique educational needs.



*FY 2003 NCLB as of 7/17/02*

- ☑ The efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program.
- ☑ The steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.

## **DIRECTIONS**

### **DESCRIPTION OF PRIORITY PROBLEMS IDENTIFIED DURING THE NEEDS ASSESSMENT**

This page is used to describe the priority problems to be addressed in this application as a result of the LEA's needs assessment.

Select the priority problem(s) to be addressed in this application. Incorporate the priority problem(s) identified and noted on "Priority Problems Identified During the Needs Assessment." The information on this page is used to develop the Program Plan.

#### Description of Problem

As a result of the needs assessment, describe the problem in the context of the target population(s) and documented needs to be addressed in this application. The description should address causes and provide an analysis of data and relevant information. Data sources should also be identified.

Specify the areas to be measured and the measurement tools that were used in the needs assessment to identify the problem. For example: statistical evidence, state assessment data, disaggregated data, violence, vandalism, substance abuse and related at-risk behavior. For data associated with incidents of drug abuse, area to address include: where, when, by whom and the extent of the drugs being used in an effort to identify priority problems.

The analysis should also address the data and the needs in the context of each identified population and the individual schools served. Each school(s) to be served should be specified in the description.

#### Priority Problem Code

Use the identifiers from the Population Categories (I; A-Q) and the Needs Categories (II; A-D; 1-71).

*For example:*     Population - economically disadvantaged is I D  
                         Student Academic Needs - closing the achievement gap is II A1

These codes are to be transferred to column **(1)** of the Program Plan.

## **DIRECTIONS**

### **TITLE II-D: DISTRICT TECHNOLOGY PLAN UPDATE**

Every public school district in New Jersey had an updated, approved technology plan as of July 1, 2001 through June 30, 2004. However, the new *No Child Left Behind* legislation introduced four additional requirements that must be incorporated into local technology plans prior to the award of funding authorized by the new legislation.

Please describe how your district will satisfy these four new requirements.

*Note:*

- It is feasible that the LEA's technology plan already addresses one or more of the new requirements. Therefore, the LEA may refer to the district's technology plan as well as the NJ School Technology Survey-2002 prior to responding to these requirements.
- If a district has addressed any one of the four new requirements in its current approved district technology plan, then page number(s) where this requirement is addressed in the technology plan should be provided.

Charter schools report the following to us in the consolidated subgrant application:

First time completing a Technology Plan

- Indicate on the application form for Technology Update – “See attached plan”
- Form a committee of stakeholders and hold a meeting before Aug. 1, 2002.
- Provide an inventory that includes how many computers are in the district, and where they are located.
- Describe what is being done with the educational technology in the school(s) now.
- Describe the professional development is planned for the 2002-2003 school year.

Have a Technology Plan, but need to update it for NCLB

Address the same four areas as all other LEAs.

Revision of Technology Plan for ALL CHARTER SCHOOLS

- A technical assistance session for all Charter Schools will occur in early October on how to complete a technology plan.
- Revised technology plans will be due before the end of the grant period in 2003 along with the required final report.
- All charter schools will be invited to the technical assistance session, although the technology plans are only required from those receiving Title II, Part D grant funds.

## **DIRECTIONS WAIVERS**

### **Title II-D Waiver**

LEAs generally must expend at least 25 percent of the Title II Part D allocation on ongoing, sustained, and intensive high-quality professional development that focuses on the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments.

However, the professional development requirement does not apply if the LEA demonstrates to the satisfaction of the NJDOE, that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.

Provide a detailed description of the professional development opportunities focused on educational technology that were provided to all classroom teachers in the district during school year 2001-2002. Include the number of teachers who participated in each offering.

### **Title IV Waiver**

To allow innovative activities or programs that demonstrate *substantial* likelihood of success, a local educational agency may apply to the NJDOE for a waiver of the requirement of § 4115(a)(1)(C), which mandates that funded programs and activities be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use. For LEAs requesting a waiver to the scientifically based research requirement for any program, service or activity proposed for funding under Title IV, Part A, provide a title and a detailed description of the proposed activity in the left column of the form and in the column on the right provide a detailed justification for the waiver, which includes sufficient supportive evidence based in the research literature (summarize the research information and cite references), of how the proposed activity has a substantial likelihood of reducing violence and/or illegal drug use.

## **DIRECTIONS LEA/SCHOOL PROGRAM PLAN**

The LEA/SEA Program Plan summarizes the needs assessment and its populations and priority problem(s) identification. A separate page must be completed for each Category I school that is located in LEAs that receive Title I funds. Category I schools in LEAs that do not receive Title I funds are not required to complete a corrective action plan. However, addressing the needs of these Category I schools should be a priority.



### **Requirements:**

- **Title I:** The Title I requirements are located in the directions for “Priority Problems Identified During the Needs Assessment.”
- **Title II, Part A:** Services must be targeted to schools that have the lowest proportion of highly qualified teachers, have the largest class size or have been identified for School Improvement under §1116(b). Funds may be used by the LEA for developing a plan to ensure that all teachers are highly qualified by the end of the 2005-2006 school year. The term highly qualified can be found in the Reference Manual.
- **Title II, Part D:** Not less than 25% of the funds must be budgeted for ongoing, sustained, high quality professional development focused on educational technology or a waiver must be requested.
- **Title IV:** Services must be targeted to schools and students with the greatest need.
- **Private Schools:** Participating private schools must be included.
- **Abbott LEAs:** The approved Whole School Reform Plans for schools within the LEA are accepted in lieu of this program plan. A plan is required for district-level activities, private school services and programs for neglected and delinquent.

**(1)** Enter the codes for each priority problem(s) listed on Page 20 in column 1.

**(2)** Using one or more of the five USDOE Performance Goals, select one or more of the performance indicators to be measured that apply-USDOE or LEA derived listed on Page 17. Enter the codes for the USDOE performance goals and the USDOE and/or LEA derived performance indicators (i.e., 1.1; 3.2).

**(3)** Identify performance targets/measurements of achievement/success for each priority problem listed in column **(1)** for each of the next three years (2003, 2004, 2005).

**(4)** This column is shaded and is to be used in subsequent years.

*Note:*

For “Actual Performance Target Achieved From Prior Year”, in the FY 2004 NCLB application, identification of the actual outcomes from FY 2003 will be required at the time of application development. Therefore, tools/methods must be designed now to begin to measure and collect this information on performance targets in preparation for the FY 2004 NCLB application requirements.

Examples of such tools/methods are: local assessment data; attendance, discipline, promotion trends, instruction time, student/teacher relationships, focus groups, surveys, experimental control designs, socialization, teacher retention/job satisfaction, teacher qualifications, grades, classroom observations, standardized tests, state assessments, portfolios, statistical evidence, state assessment data, disaggregated data, violence, vandalism, substance abuse and related at-risk behavior(s).

**(5)** Identify the tool/method by which success in reaching the performance target will be measured. See examples of measurement tools in above box.

*Note:*

The definition of scientifically based research (§9191) can be found in the Reference Manual.

**(6)** Before continuing to utilize activities that were federally funded in FY 2002, LEAs must determine their success in achieving the performance targets. The results of the evaluation must be used to refine, improve, strengthen, discontinue or replace the program.

List the scientifically based program and describe the activities that will be used to address each priority problem(s) identified in column **(1)**. Number each activity sequentially (i.e., 1,2, 3, ...).

**DIRECTIONS**  
**TITLE I DESCRIPTION OF PUBLIC SCHOOL CHOICE PROCEDURES**  
**INTRADISTRICT CHOICE**

*Note:*

- This requirement applies to all Category I schools receiving Title I funds.
- When there is a lack of capacity, other state choice options should be noted and explained to parents.

Districts are required to offer choice and to notify parents of students enrolled in the school of the school's designation as a school in need of improvement. Parents must be offered the opportunity to transfer their child to another school within the district that is not identified for improvement. Also, the school district may enter into an interdistrict agreement for school choice (§1116(b)(1)(E)).

**A.** Provide a description on how the district will provide opportunities for students to move to a higher performing school within the district. Describe how parents will be notified of their school choice right.

**B. Lack of Capacity**

If the district is unable to implement the choice provision, indicate why by checking the appropriate statement and by providing supporting information.

1. There is only one school at the same grade span level within the district
2. All schools at the same grade span level are in Title I school improvement.
3. All classes as established by law have reached the maximum class size of the potential receiving schools.
4. The enrollment in the potential receiving schools is at capacity.

**DIRECTIONS**  
**PRIVATE SCHOOLS: TITLES II-A, II-D, III, IV, V**

List of Private Schools

List all participating private schools where children or teachers are receiving services or benefits from Titles II-A, II-D, III, IV and/or V.

Amount Budgeted

Enter the amount of funds being used to provide Title II-A, II-D, III, IV & V services in each private school. The private school total must match the amount in column 5d on the Title Page for Titles II-D, III, IV and V. For Title II-A enter the amount calculated using the equitable percentage for the professional development hold harmless. LEAs must allocate the same amount of funds for professional development that was used in FY 2002 Title plus Class Size Reduction.

**Title II-A Professional Development Hold Harmless Calculation Example**

<b>FY 2002</b>	<b>FY 2002 Total</b>	<b>FY 2002 Prof. Dev.</b>	<b>FY 2003 Hold Harmless</b>
Title II	\$5,000	\$5,000	\$5,000
CSR	\$10,000	\$1,500	\$1,500
<b>TOTALS</b>	<b>\$15,000</b>	<b>\$6,500</b>	<b>\$6,500</b>

Activity Number from the Program Plan

Enter the Activity Number(s) (i.e., 1,2, 3,4...) from column 6 of the Program Plan for each private school.



## **DIRECTIONS FLEXIBILITY PROVISIONS**

Complete this page only if the LEA intends to utilize either or both of these flexibility provisions. See the Reference Manual for more information.

*Note:*

- LEAs that opt to use either flexibility provision must account for the funds using this page and the Flexibility Provisions-Transfer Detail.
- The LEA may submit an amendment to the approved FY 2003 NCLB application to access this flexibility provision during the project period.

## **DIRECTIONS**

### **PROGRAM COORDINATION & BUDGET DETAIL**

*Note:*

- Itemize the budgeted costs for each Title.
- Use whole dollars.
- List administrative costs separately on the page entitled “Administrative Costs Budget Detail.”
- The capitalization threshold for equipment has been revised to \$2,000.
- All salaries of staff that participate in TPAF, a minimum of 15% must be budgeted.
- The LEA - Business Administrator signature and date is required on the grand total budget detail and administrative detail pages(s).

This page is used for two purposes:

- 1) Identify which activities are coordinated among the programs; and,
- 2) Budget program funds.

#### **Function & Object Code**

List the function & object codes using the categories Budget Summary.

#### **Itemized Budget**

##### **Description/Itemization**

- List/describe the item(s) to be funded in each function and object code. List only those budget items consistent with the activities identified in the Program Plan and consistent with the budgetary constraints outlined in the Reference Manual. Complete each of the columns as described below for only those costs to be paid with NCLB funds.
- Abbott LEAs may itemize budget items for district-level activities, private school services and programs for neglected and delinquent.

##### **Program Coordination & Funding Source**

- Indicate in the appropriate column the amount budgeted from each federal funding source to support the listed expenditures.
- For activities that are coordinated across Titles and are not funded, indicate with a ✓.

#### **Abbott LEA-Schoolwide Programs**

In the description/itemization column, list the individual schools with approved schoolwide programs that are combining their funds. Enter the amounts allocated to each school in the funding source column for each Title.

Non-Abbott-Schoolwide Programs

For non-Abbott LEAs that have schools with approved Title I schoolwide programs and are combining funds across Titles, use function and object codes. List the name of the schoolwide school(s) and enter the combined amount in the Non-Abbott Schoolwide column.

Activity Number from Program Plan

Reference the appropriate number (e.g., 1,2,3,4...) for the activities from the Program Plan pages. For Abbott LEA using 520-930, enter N/A.

Verification of Budget

- Subtotal each function and object code. The subtotal amounts budgeted must match the corresponding line(s) of the funding source on the Budget Summary.
- Total each Funding Source column. **The totals for each funding source must match the Totals by Funding Source on the Budget Summary and column 5f on the Title Page.**
  - Subtotal: Provide a subtotal on each page for each funding source.
  - Grand Total: Total each Funding Source column from all budget detail pages, including administrative costs. Complete on the last budget detail page. Enter the grand total.

**Administrative Costs page only:**

Administrative costs are permitted, with the following restrictions:

- A maximum of 5% of each grant award of Titles I-A, I-D, II-A, II-D, and V-A may be used for administrative costs.
- For Titles III-A and IV-A the maximum is 2%.

**DIRECTIONS**  
**FLEXIBILITY PROVISIONS-TRANSFER DETAIL**

LEAs that opt to use either flexibility provision must show the funds in the original Title in the itemized budget columns indicating the amount with a minus.

In the description/itemization column, flag the transfer by indicating where the funds will be actually used indicating the amount with a plus.

In the LEAs accounting software, the 11-digit account must be extended.

## **DIRECTIONS BUDGET SUMMARY**

*Note:*

- Refer to the Uniform Minimum Chart of Accounts distributed by the Office of Finance for specific instructions regarding classification of expenditures within category headings.
  - Use whole dollars only.
  - The LEA - Business Administrator signature and date is required.
- 
- Indicate the amount budgeted in each of the expenditure categories for the activities supported through this project by funding source. The budgeted amounts in each category on the Project Budget Summary must match the subtotals for the expenditure categories by funding source itemized on the Budget Detail.
  - The Totals By Funding Source line in each column must be equal to the amount indicated for each program in Column 5e on the Title Page.

# **APPENDICES**

**LEA ALLOCATION REFUSAL**

**LEA Code: \_ \_ \_ \_ - 03**

The \_\_\_\_\_ Board of Education on \_\_\_\_\_ (date) hereby resolves not to apply for the funds indicated for the Title(s) checked below for Fiscal Year 2003:

- ☐ Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- ☐ Title I, Part A: *School Improvement (List each eligible school refusing funds)*
- ☐ Title I, Part D: *Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*
- ☐ Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- ☐ Title II, Part D: *Enhancing Education Through Technology*
- ☐ Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- ☐ Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- ☐ Title V, Part A: *Innovative Programs*
- ☐ Title VI, Part B: *Rural and Low-Income School Program*

It is understood that this refusal to accept funds for Fiscal Year 2003 will not prevent the district from applying for or receiving its allocation for any subsequent year.

\_\_\_\_\_  
Chief School Administrator Signature

\_\_\_\_\_  
Board Secretary Signature

\_\_\_\_\_  
Board Approval Date

## **PRIVATE SCHOOL PARTICIPATION REFUSAL**

\_\_\_\_\_ School on \_\_\_\_\_ (date) hereby resolves not to participate in the programs checked below for Fiscal Year 2003:

\_\_\_\_ Title V, Part A: Innovative Education Program Strategies \$ \_\_\_\_\_

---

Date



**SAMPLE PRIVATE SCHOOL SURVEY LETTER**  
***(TITLE I ONLY)***

**(District Letterhead)**

Dear Parents:

The No Child Left Behind Act of 2001 reauthorized federal legislation to continue to provide a variety of programs, materials and services to children and teachers in private schools similar to those provided to public school students and teachers. These activities are enhanced by additional federal funds provided for areas having families whose income falls below specific levels or who benefit from other federal assistance programs. In order for our children to benefit from these additional funds, it is very important for us to know how many children attending our school come from these families.

Please review the enclosed survey and simply indicate by a Yes or No if you meet the criteria. This information is essential to insure our continued participation in the federal programs, such as Title I, currently serving your child(ren). It is an important benefit that we do not want to lose. Please sign and return this form as soon as possible. All information will be kept confidential.

Thank you for your assistance with this survey.

Sincerely,

Principal of Private School

Enclosure

**SAMPLE PRIVATE SCHOOL SURVEY**  
***(TITLE I ONLY)***

Family Survey

1. Use the attached: Income Eligibility Guidelines

Is your family income less than the amount in column 1 (Federal Poverty Guidelines)?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is your family income less than the amount in column 2 (Reduced Price Meals)?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is your family income less than the amount in column (Free Meals) 3?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are you receiving assistance under the Aid to Families with Dependent Children program?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Are any of your children eligible to receive medical assistance under the Medicaid program?

Yes \_\_\_\_\_ No \_\_\_\_\_

Signature \_\_\_\_\_

Name (please print) \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

This information may be reproduced in English, Spanish and any other language necessary for a particular locality.

Telephone calls may need to be made to parents who did not respond, particularly if the school felt that they might qualify.

INCOME ELIGIBILITY GUIDELINES  
(Effective from July 1, 2002 to June 30, 2003)

Household Size	Federal Poverty Guidelines			Reduced Price Meals - 185%			Free Meals - 130%		
	Annual	Month	Week	Annual	Month	Week	Annual	Month	Week
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM AND TERRITORIES									
1	\$8,860	\$739	\$171	\$16,391	\$1,366	\$316	\$11,518	\$960	\$222
2	\$11,940	\$995	\$230	\$22,089	\$1,841	\$425	\$15,522	\$1,294	\$299
3	\$15,020	\$1,252	\$289	\$27,787	\$2,316	\$535	\$19,526	\$1,628	\$376
4	\$18,100	\$1,509	\$349	\$33,485	\$2,791	\$644	\$23,530	\$1,961	\$453
5	\$21,180	\$1,765	\$408	\$39,183	\$3,266	\$754	\$27,534	\$2,295	\$530
6	\$24,260	\$2,022	\$467	\$44,881	\$3,741	\$864	\$31,538	\$2,629	\$607
7	\$27,340	\$2,279	\$526	\$50,579	\$4,215	\$973	\$35,542	\$2,962	\$684
8	\$30,420	\$2,535	\$585	\$56,277	\$4,690	\$1,083	\$39,546	\$3,296	\$761
For each add'l family member add	\$3,080	\$257	\$60	\$5,698	\$475	\$110	\$4,004	\$334	\$77

**SAMPLE PRIVATE SCHOOL PARTICIPATION LETTER**

(District Letterhead)

(Date)

(Heading)

Dear (Private School Representative):

[LEA Name(s)] district(s) will soon be making application for grant funds under No Child Left Behind (NCLB). This application includes the following formula programs:

- Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- Title II, Part D: *Enhancing Education Through Technology*
- Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- Title V, Part A: *Innovative Programs*

Before making application, we would like to consult with you in order to ascertain the needs of children and teachers enrolled, and/or employed in your school, who are within our jurisdiction. This consultation will assist us in making decisions concerning the NCLB application. The services you have identified will be described in the LEA application along with an itemized budget to support the activities. Please provide information regarding:

- criteria used for low income
- criteria used to select student participation
- what services will be provided
- how and where the services will be provided
- how services will be assessed
- how funds will be used

A planning meeting will take place at           (time)          , on           (date)           at           (location)          . Please call           (telephone number)           to confirm your participation or if you have any questions.

If you cannot attend, you may wish to send me suggestions or contact me via telephone. Written or verbal input must be received no later than the meeting date listed above.

If you do not wish to participate in one or more of the programs listed above, please complete the enclosed Private School Participation Refusal and return it to me within two weeks of receiving this letter.

Sincerely,

Chief School Administrator  
Enclosure

## **Title II Part D and the Children's Internet Protection Act (CIPA)**

Title II Part D, Enhancing Education Through Technology, incorporates the requirements of the "[Children's Internet Protection Act \(CIPA\)](#)" into the Elementary Secondary Education Act (ESEA). These requirements apply to elementary and secondary schools that do *not* receive e-rate discounts and for which educational technology funding is used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The requirements do *not* apply to schools that receive e-rate discounts.

Schools receiving educational technology funding are required to have an **Internet Safety Policy** in place that addresses the following components:

- 1) The operation of a technology protection measure through computers with Internet access that protects against access through such computers to visual depictions that are:
  - obscene,
  - child pornographic
  - harmful to minors

However, an administrator, supervisor, or authorized person may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

- 2) Certification that the school/district is enforcing the operation of such technology protection measures during any use of such computers by minors or adults.

### **SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE-**

A local education agency with responsibility for a school covered by these requirements that has in place an Internet safety policy meeting the requirements shall certify its compliance during each annual program application cycle administered by the New Jersey Department of Education.

### **SCHOOLS WITHOUT INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE-**

Any school covered by the requirements described above for which the local education agency is unable to certify compliance with the requirements will be ineligible for all funding under Title II Part D until the school comes into compliance with the requirements.

**WAIVERS-**

Any school subject to a certification for which the local education agency cannot make the certification otherwise required may seek a waiver if state or local procurement rules, regulations or competitive bidding requirements prevent the making of the certification. The local education agency concerned shall notify the Secretary of the U.S. Department of Education of the situation. Such notice shall certify that the school will be brought into compliance with the requirements before the start of the next program year – September 1, 2003 - in which the school is applying for funds under Title II Part D.

**NONCOMPLIANCE-**

**(1) USE OF GENERAL EDUCATION PROVISIONS ACT REMEDIES-**

Whenever the Secretary has reason to believe that any recipient of funds under this part is failing to comply substantially with the requirements of this section, the Secretary may —

- (A) withhold further payments to the recipient under this part;
- (B) issue a complaint to compel compliance of the recipient through a cease and desist order; or
- (C) enter into a compliance agreement with a recipient to bring it into compliance with such requirements.

**Excerpts from the "Local Education Agency Indirect Cost Manual"**  
**BUDGETING INDIRECT COSTS IN FIXED-GRANT AWARDS**

- A. Fixed or entitlement grants give the grantee a predetermined amount of funds based on an established indicator (e.g., number of students in a program). All federal entitlement programs are fixed grants.
- B. Steps to be followed in calculating the maximum amount of indirect costs that can be included in a fixed-grant budget are as follows:
1. Determine the amount of grant funds to be used for capital outlay expenditures and subtract that amount from the grant award.
  2. Let one hundred percent equal direct cost and add to the one hundred percent the indirect cost.
  3. Take the figure obtained in step B-1 and divide that figure by the figure obtained in step B-2. The result will be the maximum amount of direct costs that can be charged to the grant in order to receive the maximum amount of indirect costs.
  4. Subtract from the figure obtained in step B-1 the amount obtained in step B-3. The result is the maximum amount of indirect cost that can be charged to the grant.
  5. Budgeted expenditures for capital outlay plus the figures obtained in step B-3 and B-4 should equal the total of the fixed-grant award.
- C. The following is an example of the procedures outlined in paragraph B above:
- Assume that a district received a \$100,000 federal entitlement grant and the district plans to budget \$5,000 of this grant for capital outlay purposes. Also assume that the district has an indirect cost rate of 2 percent (.0200).
1. \$100,000 (grant award), minus \$5,000 (capital outlay) = \$95,000.
  2. 1.00 (100% = direct costs) plus .0200 (indirect costs) = 1.0200.
  3. \$95,000  
 $1.0200 = \$93,137$  (maximum amount of the grant that can be budgeted as direct costs in order to budget for maximum amount of indirect cost).
  4. \$95,000 minus \$93,137 = \$1,863 (maximum amount of indirect costs that could be claimed against grant).
  5. Capital outlay + direct costs + indirect costs = Total grant.  
 $\$5,000 + \$93,137 + \$1,863 = \$100,000.$

**NOTE:** The above example shows how to calculate the maximum amount of indirect costs that could be claimed against a grant; however, the amount of indirect costs actually paid for a fixed grant will depend on the actual amount of direct costs actually incurred for the grant. In no case can the amount of actual direct costs plus calculated indirect costs plus capital outlay costs exceed the total amount of the fixed-grant award.

### **CALCULATION OF INDIRECT COSTS**

**NOTE: Indirect costs may be charged to federal programs only if the LEA has an indirect cost rate approved by the NJDOE.**

STEP 1. Total Award (amount requested) minus Equipment = Subtotal

STEP 2: Subtotal divided by (1.0 + the Restricted %) = Direct Cost

STEP 3: Subtotal minus the Direct Cost = Indirect Cost

EXAMPLE:

(Restricted percentage = 4.9%)

STEP 1.        \$110,000.00 (Total Award)  
                  - 10,000.00 (Equipment Expenses)  
                  100,000.00 (Subtotal)

STEP 2:         $\frac{\$100,000.00}{(1 + .049)} = \$95,329.00$  (Direct Cost)

STEP 3:        \$100,000.00 (Subtotal)  
                  - 95,329.00 (Direct Cost)  
                  4,671.00 (Indirect Cost)



**QUICK REFERENCE OF COMMONLY REQUESTED COSTS**

**NOTE:** This document is a quick reference of GAAP function and object codes to be used by applicants of **entitlement grants** when constructing a grant application budget. It is based upon The Uniform Minimum Chart of Accounts (Handbook 2R2), issued by the Department of Education in 1992. Consult the governing entitlement program Guidelines for specific allowable and non-allowable costs and additional budget information.

<b>Expenditure Category</b>	<b>Function &amp; Object Code</b>
<b><u>Advertising</u></b>	200-500
<b><u>Benefits</u></b>	200-200
<b><u>Books (including shipping &amp; handling)</u></b>	
Reference & Library	200-600
Textbooks & Workbooks (student use)	100-600
<b><u>Conferences/Workshops</u></b>	
Staff Registration fees	200-500
Hotel, Meals, Travel	200-580
<b><u>Consultants (includes travel &amp; expenses)</u></b>	
Educational, working directly with students	100-300
Professional, Technical	200-300
Educational	200-320
<b><u>Copying/duplicating</u></b>	200-500
<b><u>*Equipment (includes delivery &amp; installation)</u></b>	
Instructional	400-731
Noninstructional	400-732
<b><u>Field trips</u></b>	
Admission fees	100-800
Transportation (bus rental)	200-500
Food	200-600
<b><u>Food</u></b>	
Catering	200-500
Misc. Refreshments	200-600

<b>Cost Category</b>	<b>Function &amp; Object Code</b>
<b><u>Graphic design</u></b>	
Consultant fees	200-300
Vendor	200-300
<b><u>Indirect Costs (approved rate)</u></b>	200-860
<b><u>Internet access and videoconferencing (line charges, use charges)</u></b>	
Instructional	100-500
Noninstructional	200-500
<b><u>Leases/rentals</u></b>	
Instructional equipment	100-500
Non-Instructional equipment, vehicles	200-400
<b><u>Maintenance Contracts</u></b>	
Vehicles & Equipment	200-400
Postage	200-500
<b><u>Printing</u></b>	200-500
<b><u>Repairs &amp; Maintenance</u></b>	
Vehicles & Equipment	200-400
<b><u>Salaries (full or part-time)</u></b>	
Instructional	100-100
Noninstructional	200-100
<b><u>Schoolwide Programs</u></b>	
Abbott Districts	520-930
<b><u>Software</u></b>	
Instructional	100-600
Noninstructional	200-600
<b><u>Substitutes</u></b>	100-100

<b>Cost Category</b>	<b>Function &amp; Object Code</b>
<b><u>Supplies</u></b>	
<b>Instructional (classroom)</b>	100-600
<b>Non-instructional</b>	200-600
<b><u>Teachers or Aides, (full or part-time employees of applicant)</u></b>	
<b>Contracted salary &amp; additional comp.</b>	100-100
<b>Curriculum work</b>	200-100
<b><u>Telephone</u></b>	200-500
<b><u>Travel, staff</u></b>	200-580
<b>Hotel, Meals</b>	200-580
<b><u>Tuition</u></b>	
<b>Students</b>	100-500
<b>Staff</b>	200-500
<b><u>Vehicle</u></b>	
<b>Gas</b>	200-600
<b>Insurance &amp; Repairs</b>	

***\*NOTE: To be identified as equipment (rather than supplies), an item must meet all of the following criteria:***

- 1. It retains its original shape, appearance and character with use,*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance,*
- 3. It is non-expendable; that is, if the item is damaged or worn out, it is more feasible to repair the item than to replace it,*
- 4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and*
- 5. The unit cost of the item is more than \$2000.*